

TEACHING FUNCTIONAL SKILLS ENGLISH

SESSION 9: PREPARING LEARNERS FOR ASSESSMENT

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[HTTPS://PADLET.COM/C_COLLINS2/L5FSENGLISH](https://padlet.com/c_collins2/l5fseenglish)

Aims of session

Participants will:

- develop approaches to preparing learners for assessment
- develop motivating and purposeful Functional Skills learning sessions
- prepare for assessment activity
- anything else that you would like to add?

What do examiners' reports tell us?

“With the advent of the new GCSE English specification and it’s much more rigorous terminal assessment, the role of Level 2 Functional Skills takes on new importance.”

“Generally, grammar is effective. The main areas of weakness here are subject-verb agreement and the use of appropriate tense.”

“Prior to the test all candidates should be given opportunities to practice writing in various formats and for different audiences and purposes.”

(Edexcel examiner’s report)

“Many candidates also wanted to ensure that anti social behavior, particularly graffiti and drug taking, were eradicated.”

(From AQA FS L2 examiners’ report, Nov. 2015)

What about ESOL learners?

- ‘Alongside grammatical weakness, syntactic inadequacy often reflects mother tongue interference in second language speakers. Such candidates would benefit from additional support.’
- ‘Spelling is often very good indeed and it is not unusual to find highly accomplished spelling of an enhanced vocabulary accompanying grammatical error as described above.’

A limited approach to creativity...

“A small percentage of candidates were rather naive and ambitious in their plans for a local Spring fair with Jamie Oliver on the food stall and Beyoncé on the music stage among their requested invitations, suggesting a sort of gourmet Glastonbury.”

...but avoid the ‘lacklustre and predictable’

When commenting on pictures, not...

... “the picture makes it stand out”

... “the colour makes it attractive”

... “the picture tells you what the text is about”



Activity – Breakout Rooms: Examiner Reports

- Look through handout 9.2
- What kinds of errors are most common?
- What could you prioritise for revision sessions?

Order of importance

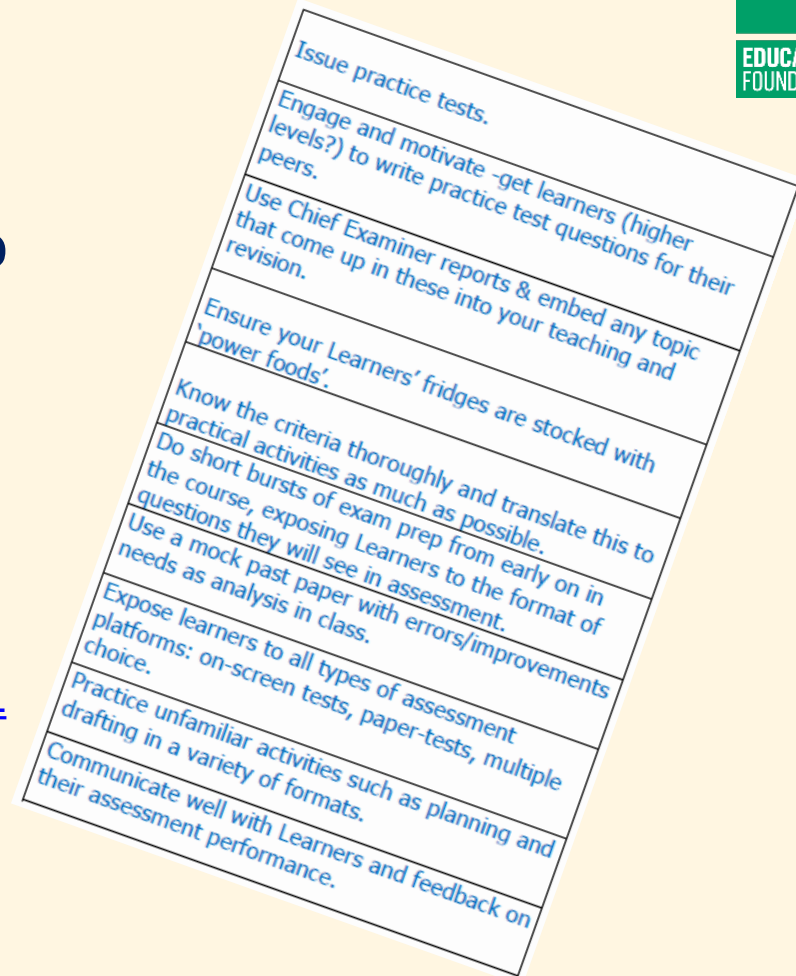
Activity: place the following in **your** order of importance as to how we can prepare our learners for assessment.

You will need to go to Flippity do the activity:

<https://www.flippity.net/ma.php?k=1t0RbEEHL>

[1PMuCOD6-](#)

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One in three students wears 'lucky exam underwear'

By Judith Burns

BBC News education reporter

One in three students admits to wearing "good luck underwear" to try to boost exam chances, a poll suggests.

As well as lucky pants, some also use lucky pens, wear lucky jewellery or take charms into exams, the survey for a stationery company reports.

Almost a quarter (23%) of the 15 to 23-year-olds



Activity: Look at the past papers you have brought (there are also examples on the Padlet).

Learners need lots of practice in completing past papers to prepare them for their final exam/assessment.

- How can we make the most of this and use past papers to prepare learners?
- How could the process of learners writing their own questions deepen understanding of the English skills involved?
- What do we need to consider to ensure any approach is successful?



Working with past papers: *some suggestions*

- Ask learners to *RAG* rate questions according to difficulty, then focus on amber (& perhaps red)
- Learners work collaboratively on exam papers
- Papers are cut up and questions grouped (by topic or type of question), then learners decide which category to work on
- Common mistakes from previous past papers are compiled into a *spoof assessment* which learners mark & correct – and write feedback on the error.

Preparing learners for presentations

Discuss how we can prepare our learners for their Speaking and Listening assessments and in particular for their presentations.

Write your ideas in the chat pane.



Review & reflections

Reflect on what we have done in session 9, and what you have learnt:

- What was helpful?
- What was new?
- Have you identified any possible changes to your teaching approaches?
- Identify a personal action on developing writing skills
- Record your reflections/action points in your log

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**THANK YOU
ANY QUESTIONS?**